

DATA ANALYSIS GUIDE

The Data Analysis Guide (Appendix A) included in this guidebook was created to help guide schools in the collection and discussion of data. The Data Analysis Guide is a bank of questions created to guide discussion around the most important aspects of achievement and each of the five dimensions of school success that support it. The questions must be answered based on the analysis of data.

The Data Analysis guide is divided into six sections: *Student Achievement* and the five dimensions of school success (*School Community Characteristics*; *Curriculum, Instruction/Intervention, and Assessment*; *Learning Environment and School Culture*; *Parent and Community Involvement*; and *Professional Development*). Each section contains tables with a column of questions, a column of data sources, and a place to record the person who will be responsible for the data collection.

At the end of the *Student Achievement* section is a table that lists the state assessment information available to school improvement teams. In addition, a *Local Assessment Results Summary* table is provided. Local assessment results are critical to a comprehensive identification of a school's student achievement levels.

Student Achievement and Goal Setting

I. Use the questions below to help your school collect and analyze student achievement data. Once you have identified the most pressing areas of academic concern, create one or two general goals upon which your school will focus its academic improvement efforts.

#	OVERARCHING QUESTION	Data Source
1.	Examine the school's improvement plan. <ul style="list-style-type: none"> - What were the goals for the year? - What were the measurable objectives for the year? - What progress was made in reaching the goals and measurable objectives? 	<ul style="list-style-type: none"> • Previous year's school improvement plan

#	Question	Data Sources or Tools	Who Collects the Data?
2.	Examine the AYP Profile of your school. <ol style="list-style-type: none"> What is the AYP designation of your school? What subjects and subgroups have the highest and lowest percent proficient. Which subgroups made safe harbor and which did not. 	<ul style="list-style-type: none"> • State Reports of Accountability (www.nevadareportcard.com) • Adequate Yearly Progress Results and School Designations (http://www.doe.nv.gov/accountability/ayp.html) 	
3.	<ol style="list-style-type: none"> Examine state achievement results: Examine district achievement results: Examine school, department, and/or classroom-based achievement results: <ul style="list-style-type: none"> • What are the highest, average, and lowest levels of achievement for grade levels, subjects, and strands for the whole school and subgroups? 	<ul style="list-style-type: none"> • State Reports of Accountability (www.nevadareportcard.com) • Nevada Test Reports (www.nevadatestreports.com) • District and/or region assessments • School, department, or classroom assessments 	

#	Question	Data Sources or Tools	Who Collects the Data?
	<ul style="list-style-type: none"> What patterns exist in the data? (i.e., Which, if any, populations of students are not reaching the proficiency level in most/all areas?) 		
4.	Comparing assessment results over several years, what do trends in the various assessments show about student achievement – by whole school and subgroups; by grade levels, subjects, and strands?	<ul style="list-style-type: none"> State Reports of Accountability (www.nevadareportcard.com) Nevada Test Reports (www.nevadatestreports.com) District and/or region assessments School, department, or classroom assessments 	
5.	If the district or school has assessments that monitor <u>growth</u> in achievement of the same group of students over time, what are the growth rates for subjects and/or subtests, grade levels, whole school and subgroups?	<ul style="list-style-type: none"> District and/or region assessments School, department, or classroom assessments 	
6.	What school-wide (universal) assessment data are used to drive decision-making about students' needs for interventions?	<ul style="list-style-type: none"> District and/or region assessments School, department, or classroom assessments 	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *Student Achievement* as they relate to student learning.

Strengths

Concerns

Student Achievement – Assessment Charts

The tables that follow are provided for your information and convenience in collecting and organizing assessment data for the Student Achievement section of the Data Analysis Guide.

STATE ASSESSMENTS FOR THE 2006-2007 SCHOOL YEAR

Type	Subject(s)	Grade(s)	Purpose(s) of Assessment	Source(s) of Data
Criterion-Referenced Tests (CRT)	Reading & Math	3 - 8	<ul style="list-style-type: none"> Determine Proficiency Relative to Nevada Content Standards Used to Determine AYP 	<ul style="list-style-type: none"> Score Reports Issued by Measured Progress Electronic Data at District State Website: www.nevadatestreports.com www.nevadareportcard.com
Criterion-Referenced Tests (CRT)	Science	5 & 8	<ul style="list-style-type: none"> Determine Proficiency Relative to Nevada Content Standards Not Used to Determine AYP 	<ul style="list-style-type: none"> Score Reports Issued by Measured Progress Electronic Data at District State Website: www.nevadatestreports.com www.nevadareportcard.com
Norm-Referenced Tests (ITBS/ITED)	Reading, Language Arts, Math, & Science	4, 7, & 10	<ul style="list-style-type: none"> Compare Student/Group Performance to that of a National Norm Group Not Used to Determine AYP 	<ul style="list-style-type: none"> Score Reports Issued by Riverside Publishing Company Electronic Data at District State Website: www.nevadatestreports.com www.nevadareportcard.com
Analytic Performance Assessment	Writing	5 & 8	<ul style="list-style-type: none"> Determine Proficiency Relative to Nevada Content Standards Used to Determine AYP Provide Diagnostic Information for Instruction 	<ul style="list-style-type: none"> Score Reports Issued by Nevada Department of Education Electronic Data at District State Website: www.nevadareportcard.com

Type	Subject(s)	Grade(s)	Purpose(s) of Assessment	Source(s) of Data
High School Proficiency Examination (HSPE)	Reading & Mathematics	10+	<ul style="list-style-type: none"> Determine Proficiency Relative to Nevada Content Standards Required for Receipt of Standard High School Diploma Used to Determine AYP 	<ul style="list-style-type: none"> Score Reports Issued by Measured Progress Electronic Data at District State Website: www.nevadatestreports.com www.nevadareportcard.com
High School Proficiency Examination (HSPE)	Writing	11+	<ul style="list-style-type: none"> Determine Proficiency Relative to Nevada Content Standards Required for Receipt of Standard High School Diploma Used to Determine AYP 	<ul style="list-style-type: none"> Score Reports Issued by Nevada Department of Education Electronic Data at District State Website: www.nevadareportcard.com
Nevada Alternate Scales of Academic Achievement (NASAA)	English Language Arts, Math, Science (pending), based on alternate achievement standards	3 – 8, 10+	<ul style="list-style-type: none"> Alternate assessment for participation in all statewide tests Used to determine AYP in conjunction with CRT 	<ul style="list-style-type: none"> Included in school Report Card for AYP
English Language Proficiency Assessment (ELPA)	Listening, Speaking, Reading, Writing, and Comprehension	Limited English Proficient (LEP) K-12 Students	<ul style="list-style-type: none"> Determine English Language Proficiency Determine Possible Placement in ESL Program Used to determine AMAOs (Annual Measurable Achievement Objectives) Not used to determine AYP 	<ul style="list-style-type: none"> Score reports will be available on district and school basis

Local (District or School) Assessment Results Summary

Name of School _____ **School Year** _____

Principal _____

Test Name _____ **Subject** _____ **Grade Level** _____

Subgroup	Students Taking Test		Not Proficient (students who need to improve to meet target)		Proficient (students who have met the target)	
	#	%	#	%	#	%
District (if applicable)						
School						
Male						
Female						
American Indian/ Alaskan Native						
Asian/Pacific Islander						
Hispanic						
Black/African American						
White						
IEP						
LEP						
FRL						
Migrant						

FIVE DIMENSIONS OF SCHOOL SUCCESS

The next step in the comprehensive needs assessment is to interpret the data for the five dimensions of school success. The five dimensions of school success (*School Community Characteristics; Curriculum, Instruction/Intervention, and Assessment; Learning Environment and School Culture; Parent and Community Involvement; and Professional Development*) make up the rest of the Data Analysis Guide.

A. School Community Characteristics

I. Collect the data needed to answer the questions below in the area of *School Community Characteristics*.

#	Question	Data Sources or Tools	Who Collects the Data?
1.	Who are your students as compared to district and state averages? Disaggregate them by ethnicity, gender, FRL, transiency, IEP/LEP, etc.	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	
2.	What is the percentage of students that participate in compensatory programs as compared to district and state averages? (i.e., special education, Title III, Title I, gifted, migrant, or other academic assistance or after school programs)	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	
3.	Where are IEP/LEP students receiving services? (e.g. pull out versus in regular classrooms)	<ul style="list-style-type: none">• School, district, and regional records	
4.	What is the graduation rate, if applicable, as compared to district and state averages? What is the graduation rate for subgroups?	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	
5.	What is the drop-out rate, if applicable, as compared to district and state averages? What is the drop-out rate for subgroups?	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	
6.	What percentage of students received the following diplomas last year: Standard, Adult, Adjusted, and Certificate of Attendance, as compared to district and state averages?	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	
7.	What is the student attendance rate, as compared to district and state averages? Disaggregate by subgroups, grade levels, secondary courses, etc.	<ul style="list-style-type: none">• State Reports of Accountability (www.nevadareportcard.com)• School, district, and regional records	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *School Community Characteristics* as they relate to student learning either directly (such as instructional practices) or indirectly (such as school climate).

Strengths

Concerns

III. Identify Possible Causes

From your areas of concern, create a list of possible causes (based on data) in this dimension, *School Community Characteristics*, for low student achievement under the identified goal(s).

Causes

B. Curriculum, Instruction/Intervention, and Assessment

I. Collect the data needed to answer the questions below in the area of *Curriculum, Instruction/Intervention, and Assessment.*

#	Question	Data Sources or Tools	Who Collects the Data?
OVERARCHING			
1.	How does the school provide time (include the amount of time) for teachers to collaborate on curriculum, instruction/interventions, and assessment?	<ul style="list-style-type: none"> School, district, and regional policies and records 	
2.	What process/structure/mechanism is in place to ensure that conversations during collaboration time are focused on curriculum, instruction/intervention, and assessment?	<ul style="list-style-type: none"> School, district, and regional policies and records Surveys, observations, interviews 	
3.	To what extent do students use technology to support standards-based learning?	<ul style="list-style-type: none"> Student, teacher, school, district, and regional records Surveys and observations 	
#	Question	Data Sources or Tools	Who Collects the Data?
CURRICULUM			
4.	What procedures does the school have in place to orient new teachers to curriculum, instructional, and intervention materials?	<ul style="list-style-type: none"> School, district, and regional policies and records 	
5.	Is there a written curriculum aligned to Nevada grade level content standards for each content area (including non-core content areas)?	<ul style="list-style-type: none"> School, district, and regional policies and records 	
6.	What is the process for ensuring that all teachers implement a standards-based curriculum and to what level do all teachers implement that curriculum?	<ul style="list-style-type: none"> School, district, and regional policies and records Surveys, observations, focus groups, interviews 	

#	Question	Data Sources or Tools	Who Collects the Data?
7.	What is the process for: - coordinating curriculum within each grade level and/or content area - coordinating curriculum across grade levels and/or content areas - communicating this information to all staff?	<ul style="list-style-type: none"> School, district, and regional policies and records Surveys, observations 	
INSTRUCTION/INTERVENTION			
8.	What process is in place to ensure that teachers provide all students with opportunity and access to challenging curriculum?	<ul style="list-style-type: none"> Student, teacher, school, district, and regional policies and records Surveys, observations, focus groups, interviews 	
9.	What process is in place to ensure that all teachers and students, including special education and ESL teachers and students, have enough copies of appropriate standards-based textbooks and other instructional materials for all grade levels and in all subject areas in which they are involved?	<ul style="list-style-type: none"> School, district, and regional policies and records 	
10.	What evidence is gathered showing that: - all teachers clearly communicate daily learning objectives to students? - all students are actively engaged in learning? - instructional strategies foster higher order thinking skills? - all teachers differentiate instructional practices and strategies to meet the needs of all students, including special education and LEP students? - all teachers monitor student learning through classroom-based assessments? - all teachers create and maintain an effective learning environment for student learning?	<ul style="list-style-type: none"> School and teacher records Surveys, observations, interviews 	

#	Question	Data Sources or Tools	Who Collects the Data?
11.	<p>What system of interventions does the school have in place for addressing the needs of students who are not meeting expectations? How does the school's intervention system:</p> <ul style="list-style-type: none"> - Determine and provide small group and/or individual intervention? - Monitor progress of implementation of interventions? - Determine if the instruction is designed/delivered in response to students' needs? 	<ul style="list-style-type: none"> • Student, teacher, school, district, and regional policies and records • Surveys and observations 	
12.	How is technology used by all teachers and students to support standards-based instruction and intervention?	<ul style="list-style-type: none"> • Student, teacher, school, district, and regional policies and records • Surveys and observations 	
ASSESSMENT			
13.	<p>How are standards-based school, department, and/or classroom assessments used to drive instruction for all students, especially struggling learners?</p> <ul style="list-style-type: none"> a. What assessments are being used? b. How are the assessments being used? c. How often are the assessments administered? d. How are the results used to impact instruction and intervention? 	<ul style="list-style-type: none"> • Teacher, school, district, and regional policies and records • Surveys, observations, focus groups, interviews 	
14.	How does the school determine if students are meeting grade-level standards?	<ul style="list-style-type: none"> • Nevada Test Reports (www.nevadatestreports.com) • District and/or region assessments • School, department, or classroom assessments 	

#	Question	Data Sources or Tools	Who Collects the Data?
15.	How are district, school, and/or classroom assessment results used to guide school structure and program decision-making?	<ul style="list-style-type: none"> • Teacher, school, district, and regional policies and records • Surveys, observations, and interviews 	
16.	How, when, and for what purpose do site administrators communicate State assessment results to staff?	<ul style="list-style-type: none"> • School, district, and regional policies and records • Surveys, observations, interviews 	
17.	How is State test data used to guide school structure and program decision-making?	<ul style="list-style-type: none"> • School, district, and regional policies and records • Surveys, observations, interviews 	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *Curriculum, Instruction/Intervention, and Assessment*, as they relate to student learning either directly (such as instructional practices) or indirectly (such as school climate).

Strengths

Concerns

III. Identify Possible Causes

From your areas of concern, create a list of possible causes (based on data) in this dimension, *Curriculum, Instruction/Intervention, and Assessment*, for low student achievement under the identified goal(s).

Causes

C. Learning Environment and School Culture

I. Collect the data needed to answer the questions below in the area of *Learning Environment and School Culture*.

#	Question	Data Sources or Tools	Who Collects the Data?
1.	How is a positive and caring school climate that supports student learning promoted and maintained?	<ul style="list-style-type: none"> School, district, and regional policies and records Surveys, observations, interviews 	
2.	How does the school solicit staff input for decision-making, regarding student learning?	Surveys, focus groups, interviews	
3.	What concerns exist about the safety of students and staff on the school campus (including before and after school hours)?	<ul style="list-style-type: none"> Teacher, school, district, and regional policies and records Surveys, observations, interviews 	
4.	How does the school ensure a broad level of involvement in extra-curricular school activities that reflects the diversity of the school population?	<ul style="list-style-type: none"> Teacher, school, district, and regional policies and records Surveys, observations, focus groups, interviews 	
5.	How does the school ensure that staff enforce consistent standards of conduct?	<ul style="list-style-type: none"> Teacher, school, district, and regional policies and records Observations, interviews 	
6.	How does the school ensure that all students feel they are accepted and belong in their classrooms and at the school as a whole, academically, socially, and culturally?	<ul style="list-style-type: none"> Teacher, school, district, and regional policies and records Surveys, observations, focus groups, interviews 	
7.	What is the rate of student suspensions and expulsions? How has this rate changed over the last three years?	<ul style="list-style-type: none"> School, district, and regional records 	
8.	What are the number and rate of student referrals to the office due to disruptive behavior? How has this rate changed over the last three years?	<ul style="list-style-type: none"> School, district, and regional records 	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *Learning Environment and School Culture* as they relate to student learning either directly (such as instructional practices) or indirectly (such as school climate).

Strengths

Concerns

III. Identify Possible Causes

From your areas of concern, create a list of possible causes (based on data) in this dimension, *Learning Environment and School Culture*, for low student achievement under the identified goal(s).

Causes

D. Parent and Community Involvement

I. Collect the data needed to answer the questions below in the area of *Parent and Community Involvement*.

#	Question	Data Sources or Tools	Who Collects the Data?
1.	How welcome do parents feel at the school?	<ul style="list-style-type: none">• Surveys, focus groups, interviews	
2.	How and what does the school communicate with parents about student performance?	<ul style="list-style-type: none">• Teacher, school, district, and regional policies and records	
3.	How does the school provide for regular two-way and meaningful communication with parents, family, and community?	<ul style="list-style-type: none">• Teacher, school, district, and regional policies and records• Surveys, focus groups, interviews	
4.	What services does the school offer to assist parents in supporting student learning at home?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, focus groups, interviews	
5.	In what ways are parents directly involved in supporting their child's learning in the home and/or at school?	<ul style="list-style-type: none">• Teacher, school, district, and regional policies and records• Surveys, focus groups, interviews	
6.	How does the school involve parents and community in decision-making processes?	<ul style="list-style-type: none">• Teacher, school, district, and regional policies and records• Surveys, focus groups, interviews	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *Parent and Community Involvement* as they relate to student learning either directly (such as instructional practices) or indirectly (such as school climate).

Strengths

Concerns

III. Identify Possible Causes

From your areas of concern, create a list of possible causes (based on data) in this dimension, *Parent and Community Involvement*, for low student achievement under the identified goal(s).

Causes

E. Professional Development

I. Collect the data needed to answer the questions below in the area of *Professional Development*.

#	Question	Data Sources or Tools	Who Collects the Data?
1.	How are resources (time, money, people) allotted to sustain continuous professional development for all staff?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, focus groups, interviews	
2.	How does the school ensure that the professional development provided is in response to data about student achievement needs tied to school improvement goals?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, interviews	
3.	How does the school ensure that all staff members receive professional development to meet the characteristics of the school's student population (e.g., urban, rural, LEP, gender, ethnicity, etc.)?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, focus groups, interviews	
4.	How does the school ensure that professional development is based on research?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, interviews	
5.	What procedures are in place to support ongoing professional development at the school (e.g., peer coaching, mentoring, designated specialists)?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, interviews	
6.	How does the school know how well teachers implement the professional development provided to them in the core content areas?	<ul style="list-style-type: none">• School, district, and regional policies and records• Surveys, focus groups, interviews	

II. Results and Impact on Student Learning

After discussing the data and examining the implications of the answers to the preceding questions, write a short description of your Strengths and Concerns in the area of *Professional Development* as they relate to student learning either directly (such as instructional practices) or indirectly (such as school climate).

Strengths

Concerns

III. Identify Possible Causes

From your areas of concern, create a list of possible causes (based on data) in this dimension, *Professional Development*, for low student achievement under the identified goal(s).

Causes